



2019-2020 Charter School Program High Quality Replication Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, April 30, 2019

NOGA ID

Authorizing Legislation

P.L. 114-95, ESEA, as amended by ESSA, Title IV, Part C; TEC, Chapter 12; TAC, Chapter 100,
Subchapter AA

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Application stamp-in date and time

Grant period from July 1, 2019 – August 31, 2020

☒ Pre-award costs are not permitted.

Required Attachments

1. Federal Definition of a Public Charter School
2. Documentation of Authorization to Charter
3. Board of Trustees Approval
4. Narrative Description from Superintendent

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization San Antonio ISD (SAISD) CDN 015907 Vendor ID 74-6002167 ESC 20 DUNS 069451631
Address 141 Lavaca St. City San Antonio ZIP 78210 Phone 210-554-2280
Primary Contact Delia McLerran Email dmclerran1@saisd.net Phone 210-438-6525
Secondary Contact John Strelchun Email jstrelchun@saisd.net Phone 210-554-2535

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Pedro Martinez Title Superintendent of Schools

Email pmartinez1@saisd.net Phone 210-554-2280

Signature  Date 04/18/2019

Grant Writer Name Hannah Sullivan Signature  Date 04/18/2019

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

Shared Services Arrangements**X** SSAs are **not permitted** for this grant.**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
SAISD is converting former Page Middle School into a new primary school, YWLAP. Falling outside the scope of the 2016 Bond, significant repairs and updates must be made to the nearly 100 year old campus for the safety and security of its young students.	To ensure safety for students, enhancements & repairs will be made to the main building, gymnasium, auditorium, and grounds. Security enhancements include repairing door locks, installing card-access entryways, blinds, and traffic signage. Other safety repairs include: replacing the 90+ year old theatre fly system; repairing the gym's leaky roof, cracked concrete floor, and broken bleachers.
SAISD's students are likely to be economically disadvantaged (90%). Childhood poverty is linked to lower achievement and higher delinquency. YWLAP area schools have seen 15% rise in girls' misconduct.	To foster social and emotional skills, teachers and staff will be professionally trained in CASEL (Collaborative for Academic, Social, and Emotional Learning) competencies to encourage restorative practices rather than punitive consequences that further exclude students from a learning environment.
SAISD's student enrollment is declining—over 2,000 students over the last 3 years. YWLAP area schools' enrollment annually decreases 2% on average. "Leavers" cited preference for other public charters.	To retain and engage young students, YWLAP will cultivate a supportive, motivational school climate with inspirational wall decals. Also, the campus and its educational programming will be more effectively communicated to parents and community members via marketing for an enhanced community presence.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By August 31, 2020, the Young Women's Leadership Academy Primary (YWLAP) will complete 100% of campus safety and security modifications; integrate 100% of instructional supplies and materials to establish a supportive, motivational campus climate; and recruit/enroll 160 students in its inaugural K-1 cohort in SY 2019-20.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

By the end of the first quarter of the grant period, YWLAP will complete the following:
 Objective 1.1. Purchase instructional supplies and materials; Objective 1.2. Begin contracted repairs and enhancement project(s) on Main Building, Auditorium, Gymnasium, and grounds; Objective 1.3. Implement K-1 STEAM and SEL curriculum and instruction and QWILL framework; Objective 1.4. Develop and establish AVID site team; Objective 1.5. Plan and begin collaborative network professional development (e.g. STEAM Symposium conference, Reading conference, etc.); Objective 1.6. Establish Parent Program and parent education classes; Objective 1.7. Implement network calendar; Objective 1.8. Develop Advisory Board convening calendar; and Objective 1.9. Evaluate in-progress and planned project activities in alignment with YWLAP enrollment plan, assessment calendar, monthly campus-wide "data digs," and CASEL Competencies rubric.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

By the end of the second quarter of the grant period, YWLAP will complete the following:

Objective 2.1. Continue repairs and enhancements project(s) on Main Building, Auditorium, Gymnasium, and grounds; Objective 2.2. Refine K-1 STEAM and SEL curriculum/instruction as well as QWILL Framework; Objective 2.3. Refine network calendar, as needed; Objective 2.4. Plan 2nd grade STEAM, AVID, and SEL curriculum/instruction implementation plan; Objective 2.5. Plan community outreach to communicate campus updates as a result of grant activities; Objective 2.6. Plan and recruit stakeholders in preparation for the establishment of the YWLAP campus foundation; and Objective 2.7. Continue evaluation of completed, in-progress, and planned project activities in alignment with YWLAP enrollment plan, assessment calendar, monthly campus-wide "data digs," and CASEL Competencies rubric.

Third-Quarter Benchmark

By the end of the third quarter of the grant period, YWLAP will complete the following:

Objective 3.1. Continue/finalize repairs and enhancement project(s) on Main Building, Auditorium, Gymnasium, and grounds; Objective 3.2. Refine K-2 STEAM and SEL curriculum/instruction as well as QWILL Framework, based on student data; Objective 3.3. Refine YWLAP enrollment plan; Objective 3.4. Conduct Parent and Family Surveys for the Parent Program; Objective 3.5. Continue community outreach to communicate campus updates as a result of grant activities; Objective 3.6. Establish YWLAP campus foundation; Objective 3.7. Continue evaluation of completed and in-progress project activities in alignment with YWLAP enrollment plan, assessment calendar, monthly campus-wide "data digs," and CASEL Competencies rubric.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

Data-driven decision making provides concrete information to guide instructional practices and the culture of the school. YWLAP will use a variety of methods to collect data to guide the instructional and decision making process to meet campus goals. Campus teachers will utilize formative and summative assessments as well as performance tasks to demonstrate progress towards student academic outcomes and meeting the SMART goal. YWLAP will hold weekly meetings between grade level teachers and administration to review formative, summative, attendance, and discipline data. The team will discuss highest and lowest student mastery of TEKS from the previous week(s) of teaching. We will reflect on lesson plans to incorporate spiraling, reteach low concepts, and extend mastered concepts to deepen student learning and encourage student-driven inquiry. Weekly administration meetings will provide time for the leadership team to review data for areas of strengths and areas of growth in campus instructional programs, parent engagement program, social emotional program, and teacher development program. Monthly data digs on campus professional development days will provide instructional staff time to review student assessment data to identify students' mastery level of TEKS taught within four to five weeks of instruction. Data digs will provide the faculty the opportunity to review each student's mastery of TEKS and converse on next steps for each student. Using this data, grade level lead teachers, department chairs, administration, Family Engagement Coordinator, and Instructional and STEAM coaches will meet monthly to look for trends in instructional, attendance and discipline data. After disaggregation and analysis of the data, the faculty will develop a campus and content area plan of action to address the identified needs. The plan of action will be vertically aligned in instruction and strategies. The YWLAP campus committee will provide input from their grade levels and departments to craft a plan of action to provide vertical support in areas of concern. The plan will include reviewing best practices in areas of success and how to extend those practices campus-wide. The campus committee data analysis and plan of action would support the campus needs through the following initiatives: Professional development specifically addressing the needs of the campus as determined by the data digs; The Family Engagement Coordinator will host classes aligned to the standards and invite parents to provide insight on what the standard means and how to support students' mastery at home; and Weekly attendance committee meetings will inform effectiveness of attendance program.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2019–2020 Charter School Program High-Quality Replication Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- ☒ 4. The applicant provides assurance that their financial accounting system adheres to the following requirements:
- accommodates the minimum 15-digit account code mandated by the FASRG;
 - generates information needed for PEIMS reporting; and
 - ensures adequate accountability of state and federal funds.
- If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- ☒ 5. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by this grant program, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.
- ☒ 6. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- ☒ 7. According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Attachment #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
- ☒ 8. **Open-enrollment charter holders applying on behalf of a high-quality campus approved by the commissioner of education:** The applicant provides assurance that the existing charter, as approved by the applicable state authorizer (the SBOE or the commissioner of education), and the Application for High-Quality Campus Designation, under which the new charter school campus was approved by the commissioner of education, are incorporated by reference into this grant application and address statutory requirements in compliance with PL 114-95, Title IV, Part C, ESSA.
- ☒ 9. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the campus charter school will:
- maintain documentation which clearly demonstrates the supplementary nature of these funds;
 - be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065;
 - be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2019-2020 school year; and
 - be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district. traditional campuses within the district.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

- ☒ 10. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that, as per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), the local education agency (LEA) will not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.
- ☒ 11. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the school district will:
- a. participate in the Texas Authorizer Leadership Academy (TALA) program;
 - b. review and adopt the Texas Education Agency's model Chapter 12, Subchapter C authorizer policies and charter application;
 - c. annually publish its authorizer policies;
 - d. submit its updated policies and charter application to TEA, along with the exact web address where this information is posted on the district's website, by October 1, 2019;
 - e. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have its own independent board, separate and apart from the school district's board of trustees, to oversee management of the originating campus and its replication; and
 - f. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have an Executive Director/Chief Executive Officer (CMO) who is responsible for management of the originating campus and its replication.

By certifying acceptance of and compliance with these provisions and assurances (11 a-f), the applicant further certifies that noncompliance with any of these provisions and assurances may result in forfeiture of participation in this grant program.

Statutory Requirements

1. Describe the roles and responsibilities of the eligible applicant, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

YWLAP will operate as a Senate Bill (SB)1882-based in-district charter, managed by the Young Women's Preparatory Network (YWPN), a Texas Not-For-Profit Corporation, under the San Antonio Independent School District (SAISD) Board of Trustees. A Management Agreement formalized the relationship between SAISD as an in-district school authorizer and YWPN as a school operator for YWLAP in collaboration with the campus-based leadership team. Under the Management Agreement, YWPN's responsibilities include, but are not limited to: ensuring students receive a complete educational program; assuming responsibility for the educational, management, and operational processes subject to transparent accountability requirements; devoting necessary time and effort to meet educational goals; successfully meeting and maintaining the Performance Contract objectives set in the Management Agreement governed by SAISD charter policy. SAISD's core responsibilities will include: providing YWPN the same opportunities, support, and services provided to any other charter located in the District; remaining the contracting entity and school food authority; retaining and allocating sufficient personnel to meet educational goals; providing disciplinary alternative education programs; providing related services for special education, Section 504, dyslexia, and other disabilities; providing technology infrastructure and maintenance services and software licenses; monitoring and regulating charter school accountability procedures.

2. Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how TEA and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

The Superintendent or designee will monitor, evaluate, and publish charter school performance annually and present a summary of charter school performance to the Board during a scheduled meeting. On a 3- to 5-year cycle, the Board will review whether all the in-district charters have met the expectations set forth in their performance contract and shall renew, revoke, or place on probation all charters, in accordance with Applicable Law. As a Senate Bill 1882 partner, YWPN will adhere to the Management Agreement, including the Performance Contract, audit provisions, and District/partner collaboration requirements. SAISD retains final authority on the development of all Performance Contracts for YWPN. SAISD may terminate the Agreement prior to expiration if two or more YWPN schools: fail to meet generally accepted accounting standards for fiscal management, following written notice and 60-day opportunity to cure; fail to meet the metrics set forth in performance contracts after a 3 or 5 year review; or, after the 2nd school year in operation, are: rated as "IR" or fail to meet state accountability or are bottom 5% in comparison to all SAISD campuses. See attached SAISD In-District Charter Policy.

3. Describe how the autonomy and flexibility granted to the proposed charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school campus will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.

In accordance with Applicable Law, YWPN and the Campus-based Leadership Team will have autonomy to run all aspects of Young Women's Leadership Academy Primary (YWLAP) in accordance to federal, state, local law, and the Management Agreement and campus charter. The YWLAP charter and Management Agreement ensures that YWPN and the YWLAP Campus-based Leadership Team will have core autonomies over the use of talent, time, and resources. For example, the YWPN and YWLAP Campus-based Leadership Team will have sole discretion concerning the mission, vision, and core values of the school; have authority over strategic planning decisions (i.e. grade configuration, calendars, staffing structures and model, budgeting); autonomies over implementing academic programs and strategies (i.e. curriculum, assessments, length and design of school day, course offerings, discipline programs, summer school); opt out of District professional development mandates; and deploying parent/family engagement strategies. See attached District In-District Charter Policy for a summary of autonomy waivers, In-District Campus Charter Application, and YWPN Management Agreement.

Statutory Requirements

4. Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus.

The in-district charter committee developed deliberate structures to engage and collect input from YWLAP families, students, and staff through sessions that identify areas of celebration as well as areas in need of refinement. YWLAP's Campus-based Leadership Team (CLT) analyzes campus data through administrative team meetings, professional learning communities (PLC) comprised of all campus teachers, and with parents and family at Principal Coffee events as well as through data distribution to the broader YWLAP community. In each phase of the planning of the proposed charter, information from stakeholders (i.e. parents, families, students, staff, and community members) was carefully collected, synthesized by the in-district charter committee, and then shared back with all stakeholders. This measured process of soliciting information, collecting data, identifying trends, and then sharing findings enables the YWLAP community to move towards consensus concerning key challenges facing the campus and community. To engage the community, YWLAP will offer parent informational sessions around curriculum; ensure a student, parent, and community member serve on the CLT; invite community experts to share knowledge with students; and share out invitations to students' public project presentations. Finally, a spring end-of-year survey will be shared to assess the community's satisfaction with the school and its culture. Survey results will drive further implementation and operations.

5. Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed high-quality charter school campus, and how the eligible applicant will maintain financial sustainability after the end of the grant period.

To open and prepare for the operation of the proposed high-quality charter school, requested funds will support: professional development (including extra duty pay, conferences, and travel), facility repairs, technology, facility furnishings and additions, as well as a new theatre rigging system.

- Professional Development - YWLAP staff will be trained and campus leadership will conduct site visits as well as attend relevant conferences which will be sustained through SB 1882 or local funds;
- Facility Repairs - To ensure safety for students, repairs will be made to the main building, gymnasium, auditorium, and grounds such as repairing the gym's leaky roof, broken bleachers, and cracked concrete gym floor. Security enhancements include repairing door locks, installing card-access entryways, and blinds. Facility repairs reflect one-time costs but will be maintained through SB 1882 and local funds;
- Technology - To foster a 21st Century Learning environment, YWLAP will provide students with tablets, laptops, cameras, and other technology that enhance curriculum and encourage project-based learning, which will be sustained through SB 1882 and local funds;
- Facility Furnishing & Additions - Furniture and motivational wall decals will foster a positive campus culture. Additional traffic signage will ensure young students may enter and exit the campus safely. These items will be sustained through SB 1882, Title I, and local funds; and
- Theatre Rigging System - YWLAP will replace the facility's original, nearly century-old theatre fly system that poses a risk to student safety to encourage student theatre usage which reflects a one-time cost but will be maintained through local funds.

6. Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school campus.

YWPN & YWLAP staff, in consultation with SAISD, shall have full autonomy of parent engagement/communication and community partnerships. SAISD will include YWLAP schools' information on student recruitment or enrollment marketing; invite YWPN schools to student recruitment events. YWPN & YWLAP will design and implement family engagement initiatives to involve families in the life of the school. It is the goal of YWLAP to provide engagement opportunities year round for families, students, and community members that enhance student outcomes. To foster strong relationships between teachers and families, YWLAP will host a Meet-the-Teacher event before the first day of school and a Back-to-School Night in the first month of school; ensure 2 early-release days are calendared in the Fall and Spring for teachers to hold family conferences focusing on goal-setting for each child; and build-in early dismissal time on Fridays for ongoing family-teacher conferences. To communicate school news and updates, YWLAP will send out weekly school newsletters and ensure teachers utilize online teacher-parent communication software. In the spring of 2020, we will conduct a focus group to learn more about how families experience school communication. Data gathered will be share and inform YWLAP's communication plan as well as the campus improvement plan. See pages 17-18 and 32-34 on the attached YWLAP Academy In-District Charter Application.

Statutory Requirements

7. Describe the eligible applicant's plan for meeting the transportation needs of the students at the proposed charter school campus.

All students, including subgroups, attending all SAISD in-district charter schools like the Young Women's Leadership Academy Primary will receive transportation. The SAISD Transportation Department operates its own fleet of buses that fulfills students' transportation needs throughout the city, including daily student pick up and drop off and special occasion events such as field trips or graduation ceremonies. The routing of school buses and assigned stops for students follows Texas Education Agency guidelines and is subject to Board approval of school attendance zones and budgets, as well as Superintendent directed school feeder patterns.

Routes are designed so that students arrive at the school at least 15 minutes prior to the first bell, allowing them time to participate with the district-provided breakfast program. Drop-off times are approximated so students return to the designated stop 20-60 minutes after the final bell, pending traffic. Routes and pick up and drop off times are provided to all parents at least two weeks prior to the start of the school year. Parents are required to annually share their transportation plans with the school and Transportation Department so students can be accounted for at all times. The budget for in-district charter school transportation is part of the overall district Transportation Services budget.

8. Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

To ensure successful implementation of the Young Women's Leadership Academy Primary (YWLAP) charter, the school requested local waivers pertaining to use of talent, time, resources, and academic programming. As such, the charter was granted full autonomy over its staffing model, including the selection, management, evaluation tools, work hours and assignment, job description, and duties at the school. The Young Women's Preparatory Network (YWPN) and YWLAP's Campus-based Leadership Team (CLT) was also given authority over the implementation of the school's core academic programming and strategies (subject to state standards and federal regulations), including, but not limited to, curriculum, length and design of the school day, the academic calendar, course offerings, parent engagement strategies, and summer school. Furthermore, YWPN and YWLAP CLT is empowered to opt out of District professional development (PD) mandates and select and design PD for its teachers based on its needs. Finally, the school will retain sole discretion of how it distributes and spends the funds within the school's budget in accordance with state and federal policies and guidelines. See attached YWLAP Charter and YWPN Management Agreement.

TEC, Subchapter C, Campus Charter Schools, must address the following requirement (#9):

9. Describe the educational program of the existing high-quality charter school that the district has partnered with at the proposed charter school campus, including a) how the program will enable all students to meet challenging state student academic achievement standards; b) the grade levels or ages of children to be served; and c) the curriculum and instructional practices to be used. Provide reference to relevant program-related attachments, including page numbers, where necessary.

The high-quality partner charter, Young Women's Leadership Academy (YWLA), will be replicated at the Young Women's Leadership Academy Primary (YWLAP) to enable young girls to find their voices and passions and to achieve extraordinary outcomes by providing them with a powerful single-gender experience. The Young Women's Preparatory Network's (YWPN) mission is to support single-gender, college-preparatory, public education in Texas and beyond, giving young women the academic and leadership skills to achieve success in college and in life. YWLAP will serve K-1st grade students in SY 2019-2020 and will add a grade level each following year. Its educational program will include the following core components: proactive college preparation through rigorous instruction with the goal of college for 100% of students; science, technology, engineering, arts, and mathematics (STEAM) integration across all subject areas; and social-emotional learning (SEL) and wellness, with a special focus on responsible leadership and positive decision-making. Other curriculum and instructional practices to be used at YWLAP include: accelerated and intentional instruction, writing-intensive literacy practices, elementary-level Advancement Via Individual Determination (AVID) implementation, the design thinking process typically used in STEM fields, interdisciplinary teaching, incorporation of Makerspaces, extended learning through community partnerships, SEL skills via CASEL, and responsive classroom practices. See attached YWLA and YWLAP Charters.

Statutory Requirements**TEC, Subchapter C, Campus Charter Schools, must address the following requirements listed below (#10 - #13):**

10. Describe how the district authorizer will monitor the proposed charter school campus in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners. Provide reference to relevant program-related attachments, including page numbers, where necessary.

The SAISD Office of Access and Enrollment Services will meet annually YWPN and its school leadership team to review admissions criteria and establish the number of seats available for enrollment in each grade level. YWLAP will provide a free public education, equal educational opportunities, and ensure procedural safeguards and due process to enrolled students. In accordance with federal, state, local, and District enrollment regulations, YWLAP will: be designated as a Choice School with a priority zone; participate in the District's unified enrollment system; follow district policies and administrative procedures for the enrollment and withdrawal of all students; enroll students based on interest and through a lottery process for its open enrollment seats; and prohibit the discriminatory admission or expulsion of students. YWLAP will implement an inclusion model for special education students in accordance with all applicable state and/or federal law.

11. Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit that is separate and apart from the district's annual financial audit. Provide reference to relevant program-related attachments, including page numbers, where necessary.

SAISD will hire a Texas certified or public accountant, holding a permit from the State Board of Public Accountability, to conduct an independent financial audit annually, following the conclusion of each fiscal year on June 30. The audit report will be submitted to SAISD administration in a timely fashion and will be included in the District's annual report, as appropriate. The scope of the audit will be limited since many of the examinations are already covered by the District's annual independent financial audit. The first audit will commence after completion of the 2020 fiscal year. Please refer to page 12 of the Management Agreement for additional information.

12. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in public education information systems (PEIMS). Provide reference to relevant program-related attachments, including page numbers, where necessary.

The YWPN Schools' students will be listed on the District's student information system. SAISD will perform the same PEIMS functions, including all reporting to TEA, that it performs for all current District campuses, as part of its administrative fee. YWLAP (and its employees and staff with an educational need to know) shall be designated as an authorized agent of the LEA and the Schools for purposes of compliance with FERPA (the Family Educational Rights and Privacy Act), so as to have access to student information. The District shall be responsible for maintenance and custody of student records and shall grant YWPN and the YWPN Schools permission to use the student records in a manner that is consistent with Applicable Law including student privacy laws. YWPN and the YWPN Schools shall maintain the confidentiality of student records in accordance with FERPA and the District Policy. Please refer to pages 6 and 8 of the Management Agreement.

13. Describe the manner in which the district will flow other federal and state funds to the proposed charter school campus. Describe the timelines for flowing the federal and state funds to the campus that will ensure students are promptly receiving the benefit of services that appropriate federal and state funds can provide. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Annually the SAISD, in collaboration with YWPN and YWLAP Campus-based Leadership Team, will determine eligibility and allocation of federal funds including, but not limited to: IDEA-B Special Education; Title I, Part A-Improving Basic Education; Title II, Part A- Teacher & Principal Training and Recruiting; and Title III, Part A- LEP. District administration will prepare and submit federal grant application no later than June 30 and the SAISD Board of Trustees approved budgets will be made available to the campus in early July of each year. SAISD shall provide the usual funds from the State's Foundation School Program that all SAISD students receive plus additional SB 1882 funds through this partnership Agreement as well as retain an administrative support fee of 2.274% of the state revenue generated by students for compliance services, the unified enrollment system platform, police and campus security services, and operation & maintenance of facilities. YWPN/YWLAP shall: utilize SAISD Financial Reporting policies and administrative procedures to ensure state, federal, & local compliance.

TEA Program Requirements

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2019–2020.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized	0	110	66	0	0	0	0	0	0	0	0	0	0	0	176

Not Applicable - No students will be served during the 2019–2020 school year. ☐

Total Staff	17	Total Parents	281	Total Families	133	Total Campuses	1
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2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2020–2021.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized	0	110	100	65	0	0	0	0	0	0	0	0	0	0	275

Total Staff	21	Total Parents	440	Total Families	207	Total Campuses	1
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3. Provide the number of students to be served in 2019–2020 who would otherwise attend a school identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized	0	6	1	0	0	0	0	0	0	0	0	0	0	0	7

Not Applicable - No students will be served during the 2019–2020 school year. ☐

Total Staff	0	Total Parents	0	Total Families	0	Total Campuses	0
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4. Provide the names and nine-digit county/district/campus numbers of the campuses identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.	San Antonio ISD (SAISD)	Douglass Academy	15-907-119
2.	San Antonio ISD (SAISD)	Herff Academy	15-907-132
3.	San Antonio ISD (SAISD)	Washington Elementary	15-907-172
4.	San Antonio ISD (SAISD)	Briscoe Elementary	15-907-112
5.	San Antonio ISD (SAISD)	Beacon Hill Academy	15-907-106
6.	San Antonio ISD (SAISD)	De Zavala Elementary	15-907-121

Not Applicable - No students will be served during the 2019–2020 school year. ☐

5. TEC, Subchapter C, Campus Charter Schools (check all that apply):

- ☒ a. The school district is currently participating in the Texas Authorizer Leadership Academy (TALA) and/or the System of Great Schools (SGS) Network.
- ☒ b. The school district board of trustees will establish a separate, independent operator board to oversee charter school replication activities within the district.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

☒ PNP Equitable Services **does not apply** to this grant.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity.

Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Total Planning Activity Costs (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school)

\$132,000

Total Implementation Activity Costs (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources)

\$468,000

Total Planning Activity Costs + Total Implementation Activity Costs
(This amount should match TOTAL BUDGET REQUEST)

\$600,000

PAYROLL COSTS (6100)**BUDGET**

Extra-Duty Pay (e.g. professional development; certifications in G/T, ESL; etc.)

\$40,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Facility Repairs (e.g. gym roof, floor, bleachers; doors and locks; auditorium; security enhancements)

\$100,000

Professional Development (e.g. AVID Summer Institute, STEAM, CASEL, Balanced Literacy, & YWLA training)

\$80,000

SUPPLIES AND MATERIALS (6300)

Instructional & Parent Resources (e.g. STEAM, QWILL, and literacy curriculum, CASEL SEL resources, etc.)

\$90,000

Technology Additions (e.g. tablets, laptops, Makerspace 3D printers, cameras, etc.)

\$80,000

Facility Furnishings & Additions (e.g. motivational vinyl wall wraps, traffic signs, student crossing signs, etc.)

\$20,000

OTHER OPERATING COSTS (6400)

Conferences & Travel (e.g. STEAM Symposium, TX Association for Literacy, Responsive Classroom, etc.)

\$40,000

CAPITAL OUTLAY (6600)

Replacement Theatrical Rigging/Fly System

\$150,000

TOTAL BUDGET REQUEST \$600,000